

Students undertake to:

- ▶ work to the best of your ability, both inside and outside of the classroom, and be guided by your teachers and mentors.
- ▶ show courtesy and respect to other members of the College community at all times, be polite and kind to everyone in school and treat others as you like to be treated – with consideration, fairness and care.
- ▶ strive for 100% attendance, be punctual at school and bring the correct equipment, including PE kit.
- ▶ represent the College in a positive manner by upholding College standards and expectations, and abide by the rules to behave in the manner you are expected to, accepting the consequences of your actions.
- ▶ achieve your potential through full involvement in the life of the College, using every opportunity to develop your talents and abilities in class and in extra-curricular activities, whilst encouraging your College colleagues to do the same.

Parents undertake to:

- ▶ set aside some time every day to talk and listen to your son, encouraging him to try his best in all aspects of learning and take advantage of all opportunities, including extra-curricular activities, provided through the College.
- ▶ encourage your son to follow the code of conduct and demonstrate positive behaviour, treating all members of the College community with respect and courtesy as well as consideration and fairness.
- ▶ ensure that your son goes to school on time and properly equipped, behaving sensibly when travelling to and from school and when representing the College.
- ▶ take note of written and verbal reports about your son's progress and conduct, talk about any concerns and to attend parents' meetings regularly.
- ▶ maintain open and respectful communication with the College.



CAMPBELL
COLLEGE

Est 1894

The Five Expectations of Campbell College

*Excellence
in Teaching*

*Together in
Partnership*

*Respect
for all*

*Time for
Learning*

*Realising
Individual Potential*

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We believe every boy deserves the very best and we expect the very best from every boy.

Who we are

Campbell College, Belfast was established in 1894 and has kept at its core the pursuit of the highest standards possible in education, through the provision of a ‘superior liberal education’ as desired by our founder, Henry James Campbell. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. We are committed to the service of our young people and to assisting them play their full part in society, with global interest.

A Superior Liberal Education

By a **superior liberal education**, we mean a rigorous and extensive knowledge-based education that draws its material and methods from the best educational practice. The basic academic grounding of reading, writing and arithmetic are coupled with a promotion of respect for others and understanding of the need for cultural interest in sport and the arts. The college is a disciplined environment with the expectation of the highest standards of behaviour. We base much of our work around the triangular relationship between pupil, college and home.

The aim of such an education is not just to prepare boys for a job or career; it is more to transform their minds so that they are able to make reasonable and informed judgments and engage fruitfully in conversation and debate – naturally about contemporary issues, but also about the universal questions that have been troubling mankind throughout history. We want our boys to leave our school with the confidence that comes from possessing a store of essential knowledge and the skills to use it. We believe that independence of mind is the goal of a good education.

The Five Expectations of Campbell College

1. Excellence in teaching

Teachers affect a pupil’s achievement more than any other factor. The teaching staff are supported and trained through a programme of continuous professional development to enable them to deliver teaching to a very high standard. We liaise with other schools and professional bodies, ensuring that best practice is always sought. To make sure that no pupil is left behind, we have developed data management tools that help teachers to monitor progress, both academic and pastoral, showing when extra support, development or challenge is needed. Boys with firm foundations in English and Mathematics will find that other subjects will become easier. We prioritise depth in these core subjects, giving our boys the best chance to succeed.

Our staff are willing to go the extra mile.

2. Time for learning

The strategies we use at the College are effective in teaching boys because they are accessible, sensible and achievable. These make sure boys have enough time both for their chosen subjects and for extra-curricular activities. Lessons are arranged in 55 minute periods, which maximises contact time with staff, allowing creativity and focus. We assist boys in their organisation, ensuring they take responsibility for their learning. We teach boys the skills that are needed to successfully progress in their careers and futures generally.

Every lesson counts.

3. Realising individual potential

We believe that every child can achieve great things, so we set high, achievable expectations for each of our boys, informed by our knowledge of them as individuals.

Boys’ self-esteem and confidence are built through academic, sporting or cultural fulfilment. We believe in single sex education which allows boys a greater focus than that of other comparable systems.

We inspire individuals to be the best they can be.

4. Respect for all

We believe that every individual is different, unique, each able to make their own contribution to the betterment of the College and society, and worthy of respect. Boys’ opinion in regard to their teaching and experience of school is respected and listened to carefully. In the same way, we listen to parents and our wider Campbell Community.

We teach our boys honesty, integrity, compassion and a true respect for all around them.

5. Together in partnership

The strength of relationships between teaching staff and pupils is something that we pride ourselves in, and creates a disciplined learning environment, characterised by its nature as a respectful and orderly place. Teachers can focus on teaching and pupils can focus on learning. We encourage, recognise and reinforce good behaviour. We also recognise that children do best when families and schools work together and as such, in the importance of communicating effectively. We endeavour to keep parents and carers fully involved in a boy’s progress through good communication and termly reporting. We seek to involve families in all aspects of school life.

Together we ensure that every boy matters.

